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ABSTRACT

The University of California, San Diego (UCSD) has developed and implemented a special program called Summer Bridge, designed to assist targeted incoming freshmen in the transition from high school to university life. The goals of the program are to improve the students' college experiences and raise retention rates. Targeted students are low-income, educationally or culturally disadvantaged, or from five minority ethnic groups, who have had poorer academic performance and retention rates than traditional students in the past. Because of affirmative action programs at UCSD, greater numbers of these high-risk students are enrolling. Summer Bridge is a 4-week summer residential program designed to improve students' academic performance and to integrate them into university life. The academic components of the program include writing, math, and science skills. Time management and communication skills sessions are also held. The peer network available to students is strongly emphasized and support services continue throughout the academic year. Retention rates for Bridge students through graduation have dramatically improved to equal the university-wide rate and Bridge students have become campus leaders. (ABL)

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Summer Bridge: A Residential Learning Experience for High Risk Freshmen At the University of California, San Diego

February, 1985

Carolyn B. Buck

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Presented at the 1985 Fourth Annual National Conference
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Abstract

The Office of Academic Support and Instructional Services (OASIS), at the University of California, San Diego, sponsors a Summer Bridge Program for incoming Educational Opportunity Program (EOP) and Student Affirmative Action (SAA) freshmen. The program has been in operation for seven years and bridges the gap between high school and the university. As a retention program it has improved the retention rate for participants by 25-30%, and they graduate at approximately the universitywide rate.

The success of the program can be attributed to its intensive academic focus, one which emphasizes promotion of a sense of belonging in the university, and its peer counselor follow-up during the academic year.

This report will focus on the various parts of the Summer Bridge Program, its history, administration, follow-up and evaluation.

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Introduction

At the University of California, San Diego (UCSD), the Office of Academic Support and Instructional Services (OASIS) is charged with providing academic support to all Educational Opportunity Program (EOP), Student Affirmative Action (SAA) and Special Action (SA) students. Although all services are utilized by the traditional undergraduate population, target population students (EOP/SAA) have priority for all services.

EOP students are low-income and educationally and culturally disadvantaged students who enter UCSD through this special program. The majority are regularly admissible; however, 6% of all new UCSD students are Special Admits who do not meet regular admissions requirements. This could be due to a failure to take the required courses necessary for admission, a low evaluated high school grade point average (EHSGPA), low SAT scores, or a combination of these factors. SAA students consist of five ethnic groups (American Indian, Black, Chicano/Mexican-American, Latino, Pilipino) who are underrepresented at the University of California.

The University of California, San Diego is different from most major universities in the United States because of its family of four small colleges. Each is a college of letters and science and offers all of the undergraduate majors. Each of the four colleges has its own educational philosophy and traditions, general education requirements, administrative staff and academic advisors. The college system was designed in part to promote a sense of belonging and affiliation difficult to achieve in a large university. However, many new students still find the overall campus overwhelming initially.

For majority students the social and academic environment is more familiar, and the freshman adjustment period, helped along by the colleges, is more easily

transcended. For target population students, in unfamiliar territory with different values and expectations, the university can be threatening. Students whose social, personal and cultural backgrounds have not adequately prepared them, often cannot readily adjust and become active participants in the academic and social community of the campus.

Each year as a result of affirmative action efforts to attract American Indians, Blacks, Chicano/Mexican-Americans, Latinos and Pilipinos, larger numbers of these students are entering colleges and universities. Generally, these students enter the university with environmental and cultural experiences that differ from those of the traditional undergraduate. It is harder for them to become familiar with the expectations and requirements for success in the university. Their academic performance is especially poor and retention rates are lower than traditional students, making them a high-risk population. A major concern for administrators and those involved in student services is how to provide cost effective support services that improve the retention of these target population students. Hopefully, these support services do not alienate students or give hidden messages about their ability to achieve. Most important, the kinds of experiences provided to students should ensure that they become integral parts of the academic community and are retained through graduation.

The Program

At the University of California, San Diego the Office of Academic Support and Instructional Services (OASIS) is responsible for the development and implementation of the Summer Bridge Program. Summer Bridge is a four-week summer residential program for incoming EOP/SAA freshmen. It was designed as an academic and social integration program to facilitate students' adjustment and ensure their retention. It is not a remedial program. Participants receive four units of baccalaureate credit for successful completion of the Response Class, a writing class which serves as the central activity in Summer Bridge.

Bridge combines academic work with co-curricular and extracurricular activities intended to give students a peer group for support, a sense of belonging to the campus, and knowledge of resources available to them (Waterhouse, 1982, p. 47). The academic components of Bridge include the Response Class, a four unit pass/no pass course offered for credit through summer session. "Response" meets four hours daily, five days a week. In addition, math and science classes are held daily for two hours. Students in the math and science component are grouped according to their math placement examination score. As a result, students may be placed in algebra, trigonometry, or calculus groups with ongoing tutorial assistance. Bridge students must also attend an orientation session with their respective college academic advisors. Each student is encouraged to meet in small groups during dinner with invited provosts, deans, faculty, staff and key administrators. Throughout the four weeks, students participate in ongoing sessions on management of social, academic and personal time. This is especially important when they must begin to communicate their needs to the university staff and set priorities. In order to facilitate the development of communication skills and interpersonal skills development, small groups meet twice a week for 1½ hours in communications. These small group sessions are co-facilitated by staff from Counseling and Psychological Services and OASIS. Altogether, participants spend a minimum of eight to nine hours each weekday in structured activities. Each weekend sports activities, field trips to local points of interest and a variety of cultural and social events are planned.

The Summer Bridge program curriculum is centered around the Response Class. Response was modeled after a typical university level class. Its design was influenced by the Bard College workshop in language and thinking designed by Peter Elbow (Waterhouse, 1982, p. 51). During the first three weeks of the program, students are engaged in academic reading and writing. Students read about a painting (Breughel's Mad Meg) the first week, Disneyland as a social institution the second week and the "Ethics of War" the third week.

Lectures are given once each week by the professor, and small group discussion sessions are held daily with tutors who are undergraduate upper division students. Supplemental instruction is provided to address skills development in reading ("The Reading Workshop") or syntax ("Grammar and Mechanics Workshop"). To provide a greater range of writing experiences to students who do not have problems with basic writing and reading skills, Bridge offers students a choice of workshops in "Expressive Writing" or "Contemporary Issues" (Lee, 1984, p.13). The Response Class is an academic and social activity. It provides students an opportunity to assess their college level reading and writing skills before the start of the academic year. Socially, students work together daily and during tutorial hours. Teamwork is encouraged. Relationships develop that have the potential to last through a student's academic career.

In the last week of the program, the Response class breaks into "strands". Students choose which of the three strands in which they will work. The strands represent an attempt to allow the students freedom within a structural framework. The three strands -- Research Writing, Magazine Production, and Reader's Theater -- provide an opportunity for students either to produce new writing or to produce and/or perform a representative sample of their work developed during the previous three weeks. This work is supervised directly or indirectly by staff and requires the active participation, planning and cooperation of the students. The magazine strand produces a magazine of student writing developed during Bridge that includes both expressive and academic writing. The magazine is subsequently an excellent publicity tool, which OASIS uses each year to remind the campus community of the program's existence and need for funds. The Bridge magazine provides tangible proof of the successful transition of students who attend the program and the commitment they are willing to make in order to be successful. Reader's Theater is presented the last night of the program and facilitates the crystallization of the program goals:

group cohesion, development of necessary academic skills and awareness of a support network. Production of Reader's Theater is intensive because the scripts are prepared in the last four days.

Response and Bridge serve dual roles. Bridge students are immersed during the four week period into an "academic environment with a strong traditional academic course and a period of freedom and innovation" (Waterhouse, p. 56). The program builds and enhances the skills students bring to the university, thereby improving their chances for continued success. Bridge gives students the opportunity to reassess their expectations and goals, and the kinds of skills needed to be successful. Students quickly learn about stress management and what can happen when a group unites to achieve a goal. Their progress is celebrated by a reception and all night party, which close out the program.

Transition Process

It is important to look at how the planning committee sees Bridge and its intertwined relationship with various campus offices. Bridge is about change, change that breeds fear, uncertainty and apprehension. It challenges personal values and shows the importance of working with others. Students learn that there is success and unity in numbers, as well as in personal hard work and skill development.

The Bridge staff attempt to facilitate the students' social and academic integration into the university. They work hard to make sure students feel good about the institution and their place in it as active participating members.

It is important to discuss with students how the university and the recruitment staff have extended themselves to ensure students access to higher education. Experience has shown that all Bridge students should receive individual stimulus and motivation talks during their first week on campus. This dialogue in small groups of two to five is led by the program coordinator. These groups discuss

the students' commitment and promises, and the university's demands on them. Bridge is transitional and in making the transition, students cannot fail to come to class or turn in assignments. We make it clear that unless they are sick or have a serious family crisis, absences constitute dismissal.

Bridge is about pain and joy. There is pain, because as staff we must help students to assess their strengths and weaknesses realistically, using information we have about the academic requirements of the institution and the level of competition the students will face. It requires a shedding of old habits that may have been useful, as students become aware of the fact that theirs is not the only planet circling the sun and that whether one is Black, Brown or White, as human beings we each have the need to be successful and to be recognized by our peers. They are prepared with adequate information about what college is really like. They learn to make decisions, form study groups and friends, become assertive and accept responsibility. There is joy because as the students struggle to keep pace and produce 1,100-word papers each week that will meet Dr. Waterhouse's criteria, they learn both how to dig deep into themselves and how much is there. The task seems insurmountable initially. Then the students discover that Bridge is not that difficult; math assignments can be completed with adequate planning; looking analytically at Disneyland is fun; friends can transcend color lines and sex; the pressure of Bridge only lasts four weeks and the Coordinator does not bite!

Bridge is about commitment, the commitment made by the institution to the students when they are admitted; the Early and Immediate Outreach process that actively recruits in an effort to ensure equal access; and the support services provided during and after Bridge. The Summer Bridge Program's development and growth can be tied directly to financial support and extensive university recruitment. Most important of all, it is the students and their parents who must make the decision to come and persist, to accept responsibility for their actions

and to follow through to graduation.

Overview

The program was designed for both regular and Special Action EOP freshmen. The long range plan was to extend the opportunity to all entering EOP freshmen to attend the summer program. The first program was held during the summer of 1978 for 30 students. Students who attended the program received a stipend of $300.00. They were awarded $150.00 upon successful completion of the four-week summer residential program and $75.00 at the end of fall and winter quarters. In order to receive the balance of their stipends, students were required to sign a contract and agree to participate in ongoing support services and job placement of 5 to 10 hours per week during their freshman year. Failure to do so resulted in a reduction in the stipend they received. The stipend was an integral part of the recruitment of students into the program from 1978 to 1981. This practice was stopped because students and staff felt that the additional funds should instead be used to recruit more students into the program. Starting in 1982, in place of the stipend, Bridge students were given credit through Summer Session for the Response Class, which was described earlier. This practice has worked well.

In the 1976-77 academic year $50,625.00 was allocated to the University of California at San Diego (UCSD) for academic support services for Student Affirmative Action (SAA). The justification for this funding came about because the university was actively recruiting low income, target population students, who came to the university but then did not stay. These funds were used to hire a coordinator for the OASIS Academic Skills Program, now called the Academic Success Program (ASP), and support staff. Other OASIS programs in existence at the time of this development were the Tutorial Program and the Reading and Study Skills Center. Some of the future plans for ASP at the time were the development of academic survival skills sessions, peer advising (counselors), study groups, and a summer program for incoming EOP freshmen. During Winter Quarter, 1978, a proposal was submitted to the Vice Chancellor of Student Affairs by OASIS and

EOP for a Summer Bridge Program. This pilot program was for 30 randomly selected EOP/SAA students. The primary goal was to provide students with a smooth transition from high school to the university, in order to increase their probability of retention.

Bridge students are from diverse ethnic, economic and social backgrounds. The ethnic breakdown reflects the population of EOP/SAA students admitted to the university, and the constraints placed on the selection process by specific funding sources. Students who participated in the Summer Bridge '78 and '79 programs were randomly selected. In subsequent years, selection has been based on sex, ethnicity, college, admit status and funding source. Students who come to Bridge must have a Statement of Intent to Register (SIR) on file in the registrar's office. A breakdown of students, by sex, ethnicity and admit status for Bridge '78 through '84 is provided in Tables 1, 2, and 3 in the appendix. The selection of students for Bridge is the primary responsibility of the Program Coordinator and staff. The Director of Research and Evaluation is responsible for the computerization of the selection process, and the program secretary maintains hand coded files of all selection procedures. Computer files contain information about potential Bridge students' admit status, sex, ethnicity, financial aid and housing status, SIR status and motivation to come to Bridge. Weekly reports are generated during the selection process that provide a profile of students invited to Bridge. All invitees are phoned by a student staff member, to insure a high acceptance rate of the invitation to Bridge.

Since 1982 the primary source of funding for Bridge has been Financial Aid - Student Affirmative Action grant dollars. These funds were secured initially through the combined efforts of the Directors of OASIS and EOP, the Assistant Vice Chancellor for Academic Services and other key administrators. As a result

of the funding, the largest percentage of students participating in the program are Black, Chicano/Mexican-American, American Indian, Pilipino and Latino. Table 4 provides information on cost per student by Bridge year and is included in the Appendix.

The Summer Bridge Program is expensive. The cost per student does not include salaries of the planning committee, secretarial support staff, Counseling and Psychological Services staff or any of the other indirect campus staff and resources used to make the program successful and improve the students' chance for retention. These units include Conference and Catering, Student Financial Services, EOP/ORS, Early Outreach, Academic Advising, and indirectly the campus as a whole.

Program Management

The Academic Skills Program (ASP) was assigned responsibility for the organization and implementation of the Summer Bridge Program. The curriculum and program planning team consisted of the ASP Coordinator, Assistant Coordinator, Reading and Study Skills Coordinator, and Writing Center Coordinator. As OASIS has grown the staff available to work in Bridge has increased to include the Before Calculus Coordinator, the Language Program Coordinator and the Tutorial Program Coordinator. The Summer Bridge Program planning team meets biweekly to discuss previous program evaluations and participate in problem solving discussion in preparation for the next program. During the weeks when this group is not meeting, subcommittee planning sessions are in progress and the results are reported back to the main body. It is important to note that all OASIS Coordinators are active participants in the planning of the Bridge curriculum and its implementation. Planning is accomplished concurrently with the academic year and thus support services are being provided to the undergraduate community at the same time staff is attempting to meet program planning deadlines.

The day after the Bridge ends, planning for the next year starts, even though funds have not yet been allocated. By Christmas vacation, dates are set, dorm space is reserved, the summer session write-up is completed, all classroom space is requested, the brochure revision is in progress and a tentative list of faculty lectures is started. Participant selection starts mid-March and continues through the first day of the program if necessary.

Student and professional staff are as diverse as the Bridge population. Peer Counselors and tutors are recruited from upper division Psychology of Teaching course (TEP 196) taught by the Director of OASIS. Student staff are actively recruited from those who have worked with the Early and Immediate Outreach Program, plus students with experience working with Focus (a crisis hotline), Campus Housing RA's or similarly prepared students. It is preferable for all student staff to have taken TEP 196. In 1984 Bridge staff consisted of 8 Coordinators, 1 Bridge Assistant, 4 Counseling Psychologists, 1 Head Resident Counselor (Counseling and Psychological Intern), the Coordinator of Minority Scholars Program, 3 Readers, 19 Response Tutors, 20 Math/Science Tutors, and 16 Peer Counselor/Resident Assistants. Support staff consisted of 3 secretaries and 4 student clerks, for a total of 75 persons who come together one or two weeks before the start of the program to begin orientation and training. Experience and longevity are strengths of the program; average time of employment for staff involved in planning and implementation is 4½ years.

Follow-up

There are still unanswered questions. Should EOP/SAA students be required to attend Bridge? Should support services for EOP/SAA freshmen be required through the first year? We are less concerned about those students who are doing well and most about those on probation/subject to dismissal and in immediate need of some form of support. Students who come through Bridge believe OASIS is a family place. For other students, OASIS and its staff are unfamiliar and relationships must be

developed.

At UCSD the Office of Academic Support and Instructional Services provides academic support services specifically for all Educational Opportunity Program (EOP) and Student Affirmative Action (SAA) students. Although all undergraduates may utilize the services, target population students have priority. Summer Bridge is the major focus of our retention effort and starts the academic year for support services. Programs developed in Bridge are expanded into the academic year (i.e., Before Calculus Program; Language Program; Writing Center conferences and ongoing follow-up with individual peer counselors).

Summer Bridge students are hired as clerks, tutors and peer counselors as they progress through the univeristy and are an excellent source of publicity to target population students. This also helps to ensure that they become integral parts of the university and persist.

Peer Follow-up

Follow-up on all target population students is provided by the Academic Success Program (ASP) once Bridge ends. It was developed as a support intervention program for all EOP/SAA students in 1977 as an outcome of the intense outreach and recruitment effort which brought students to the university without programs to ensure their academic support and retention. The program was initially developed to provide academic skills sessions, group tutoring and peer advising to all EOP/SAA students; however, ASP now focuses only on EOP/SAA freshmen due to increased recruitment and limited funds. A multi-ethnic peer counseling staff is the primary service contact and delivery agent. Its effectiveness is derived from its ability to share academic and personal experiences.

Employment as a peer counselor begins during the Summer Bridge Program and continues through the academic year. Because of the ethnic diversity of the target population served, the peer counseling staff is reflective of this diversity. As the primary service contact and delivery agents, peers do outreach to two groups:

1) current and past Summer Bridge participants, 2) EOP/SAA freshmen who did not attend Bridge. Peers are given a roster of names, addresses, and phone numbers of new EOP/SAA freshmen. This list is divided into individual caseloads so that each peer maintains contact with approximately 30 students during the academic year. Outreach involves letter writing to their students about OASIS and the existence of the peer network to facilitate their academic progress. Peers also make presentations to student organizations, visit students in the dorms, and set up information tables at campus events. For the most part, peers work independently. However, they team up for dorm visits, often consult each other, and refer difficult situations to the coordinator. Peers maintain a folder on each of their students which includes a running log of the contents of each session and general comments about what was said. The folder also contains a copy of the students' class schedule, address, telephone number, any program evaluations the student filled out, and appointment contacts. Phone contacts are also noted. Students' folders are confidential and kept under lock and key.

Students are asked to comment about their peer's performance at the end of each quarter. Selected comments include:

"My peer made me feel more positive about UCSD."

"My peer is very helpful and informative."

"She encourages getting to know UCSD, professors, T.A.'s, support services and all aspects of school for our benefit."

"My peer counselor has been a great help throughout the year, not only as an advisor, but as a friend."

The peer counselors are an integral part of both the Summer Bridge Program and the Academic Success Program. The development of a well-defined peer support network is crucial to a target population student's acquisition of the necessary survival skills to negotiate the university campus. Peer counselors as delivery agents are essential to the program's ability to maintain ongoing contact with students.

Evaluation

The Bridge program has improved the retention rates of EOP/SAA students who participated in the program. For Summer Bridge participants and comparison groups, Bridge 1978-1982, Bridge students' retention exceeds that of the EOP/SAA comparison groups (alternate and non-respondent) in all cases. (Myers and Drevlow, 1984, p. 5). For Bridge 1978 the retention rate through graduation was 61%, compared to 25% for alternate/non-respondents, and 42% for non-EOP students.

At the end of each week, students and program staff complete a general evaluation of all aspects of the program (including food services!). The overall end of the program evaluation packet is completed on the last day of the program. The evaluations are used to develop future activities for incoming EOP/SAA freshmen and to determine if the goals of the program were met for each specific group of Bridge students.

Each year the student population is different and the program reflects the diverse background, interests and needs of the group. Recommendations from former participants are reviewed and serious consideration is given to every aspect of the program. Bridge is for students and they must be willing to tell us what activities, experiences, and interaction did not facilitate their academic adjustment. At the end of the freshman year, students are polled via mail and telephone. Students are asked, "What could the Bridge staff do differently to ensure that your freshman year was a success?" and "What would you do differently?" The constant feedback serves as a reminder to the staff that it is a program for students. Bridge is designed to facilitate their academic and social integration so that they are retained in the university and graduate. The heavy focus on academics exists because it facilitates the transition from high school to college. As a retention program, Bridge uses Tinto's (1975) conceptual model (Myers, Drevlow, 1982, p. 76), which underscores the importance of the individual's

experience in the academic and social systems of the college and the effect of that experience on changing levels of commitment and retention rates.

The students who come through Bridge become leaders in their campus communities and student organizations. They help to heighten the campus awareness of the need to educate the multi-ethnic population and thus enrich the total academic experience of faculty, staff and students.

Appendix A

Schedule of Activities

Summer Bridge 1984

FRIDAY AUGUST 17	SATURDAY AUGUST 18	SUNDAY AUGUST 19	MONDAY AUGUST 20	TUESDAY AUGUST 21	WEDNESDAY AUGUST 22	THURSDAY AUGUST 23
	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast
-9 a.m./Prep for SB Std. Arrival/Check-in	8-12:15 p.m./Response Testing/USB 2722	8-12:15 p.m./Math & Science Testing - USB 2722	8:30-10:30 a.m./Math Class	8:30-10:30 a.m./Math Class	8:30-10:30 a.m./Math Class	8:30-10:30 a.m./Math Class
-10:00 a.m./Check-in						
0:30-11:45/USB 2722 Parent Orientation			10:30-11:30 a.m./ Response Orientation HL Auditorium	10:30-11:30 a.m./ Response Lecture	10:30-11:30 a.m./ Response Lecture	10:30-11:30 a.m./ Workshops
1:00-12:00 noon/ Suite Meeting			11:30-12:30 p.m./Lunch	11:30-12:30 p.m./Lunch	11:30-12:30 p.m./Lunch	11:30-12:30 p.m./Lunch
2-1:00 p.m./Lunch w/ Parents/Peers/Profess. Staff Only	12:30-1:30 p.m./Bag Lunch	12:30-1:30 p.m./Lunch	12:30-1:30 p.m./Primary Source Analysis Discus.	12:30-1:30 p.m./Secondary Source	12:30-1:30 p.m./Brain-Storm	12:30-1:30 p.m./Read-arounds
00-1:30 p.m./Parents Depart				1:30-2:30 p.m./Drafting/Readarounds	1:30-2:30 p.m./Synthesis	
30-2:45 p.m./Team Building	2-4:00 p.m./Bob Moss - Self-Confidence Building/HL Auditor.	2-3:30 p.m./Recreation Resources Physical	1:30-3:30 p.m./Drafting/Readaround			1:30-2:30 p.m./Revisions Conference
4:50 p.m./Student Orientation/USB 2722				2:30-3:30 p.m./Read-arounds	2:30-3:30 p.m./Read-arounds	2:30-3:30 p.m./Revisions Conference
	4:30-5:30 p.m./Campus Tour/Foot Rally	4-5:00 p.m./Team Building/HSS 2250	3:30-5:00 p.m./Communications	3:30-5:00 p.m./Communications	3:30-5:00 p.m./Communications	3:30-5:00 p.m./Communications
:00 p.m./Dinner	5:30-6:00 p.m./Dinner	5-6:00 p.m./Dinner w/ Staff	5-6:00 p.m.*/Dinner	5-6:00 p.m.*/Dinner	5-6:00 p.m.*/Dinner	5-6:00 p.m.*/Dinner
:00 p.m./Roommate Starter Kit			6-11:00 p.m./Study Time/Option. Activity	6-11:00 p.m./Study Time/Option. Activity	6-11:00 p.m./Study Time/Option. Activity	6-11:00 p.m./Study Time/Option. Activity
	7:30-10:00 p.m./Games Night/Revelle Game Room	7:15-9:15 p.m./Time Management & Placement (Muir Cafeteria)	7:30-9:30 p.m./Tutorials	7:30-9:30 p.m./Tutorials	7:30-9:30 p.m./Tutorials	7:30-9:30 p.m./Tutorials
0:30 p.m./Ice Cream Social		9:30-10:30 p.m./ Needs Assessment	11:00 p.m.-6:00 a.m./ Quiet Hours	11:00 p.m.- 6:00 a.m./ Quiet Hours	11:00 p.m. - 6:00 a.m./ Quiet Hours	11:00 p.m.-6:00 a.m./ Quiet Hours

*GUESTS

BEST COPY AVAILABLE

FRIDAY AUGUST 24	SATURDAY AUGUST 25	SUNDAY AUGUST 26	MONDAY AUGUST 27	TUESDAY AUGUST 28	WEDNESDAY AUGUST 29	THURSDAY AUGUST 30
8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast
30-10:30 a.m./Math Class	8:30-9:30 a.m./ Exercise	8-9:30 a.m./Open Time/ Exercise	8:30-10:30 a.m./Math Class	8:30-10:30 a.m./Math Class	8:30-10:30 a.m./Math Class	8:30-10:30 a.m./Math Class
	10:00-4:30 /San Diego Zoo	9:30-10:45 a.m./Study Time				
:30-11:30 a.m./Work-Shops		11-12:00 noon/Ethnic Histories	10:30-11:30 a.m./Response Lecture/ 2100 Liebow Auditor.	10:30-11:30 a.m./Response Lecture/ 2100 Liebow Auditor.	10:30-11:30 a.m./ Workshops	10:30-11:30 a.m./ Workshops
:30-12:15 p.m./Lunch mmer Bridge Staff Meeting		12-1:00 p.m./Lunch	11:30-12:30 p.m./Lunch	11:30- 12:30 p.m./Lunch	11:30-12:30 p.m./Lunch	11:30-12:30 p.m./Lunch
:30-2:30 p.m./Edit-ng/Conferences/Final Typing		1-2:00 p.m./Optional Activity	12:30-1:30 p.m./Quiz	12:30-1:30 p.m./ Secondary Sources/Analysis Discussion	12:30-1:30 p.m./ Brainstorm on Synthesis Draft	12:30-1:30 p.m./Brainstorm on Synthesis Draft
		2-3:00 p.m./Student Organizations	1:30-2:30 p.m./Primary Source Analysis/Drafting	1:30-2:30 p.m./Drafting	1:30-2:30 p.m./Drafting/Synthesis	1:30-2:30 p.m./Drafting/Synthesis
:30-3:30 p.m./Papers Due			2:30-3:30 p.m./Read-arounds	2:30-3:30 p.m./Read-arounds	2:30-3:30 p.m./Read-arounds	2-4:00 p.m./Revising Conferences
-3:30 p.m./Program Evaluations		3-4:00 p.m./Movie, "Survival Run"	3:30-5:00 p.m./Movie, "Coming of Age"	3:30-5:00 p.m./Movie, "Coming of Age"	3:30-5:00 p.m./Communications	2:30-3:30 p.m./ Revisions Conferences
:30-5:00 p.m./Optional Activity		4-5:00 p.m./Weekend Review				3:30-5:00 p.m./Communications
-6:00 p.m./Dinner	5-6:00 p.m./Dinner	5-6:00 p.m./Dinner	5-6:00 p.m.*/Dinner	5-6:00 p.m.*/Dinner	5-6:00 p.m.*/Dinner	5-6:00 p.m.*/Dinner
-11:00 p.m./College Night Activity	6-8:00 p.m./Optional Activity	6-11:00 p.m./Study Time/Optional Activity		6-11:00 p.m./Study Time/Optional Activity		
			7:30- 9:30 p.m./Tutorials	7:30- 9:30 p.m./Tutorials	7:30- 9:30 p.m./Tutorials	7:30- 9:30 p.m./Tutorials
	8:00 p.m.-1:00 a.m./ Summer Bridge Dance Muir Cafeteria	11:00 p.m.-6:00 a.m./ Quiet Hours	11:00 p.m.-6:00 a.m./ Quiet Hours	11:00 p.m.-6:00 a.m./ Quiet Hours	11:00 p.m.-6:00 a.m./ Quiet Hours	

*GUESTS

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FRIDAY AUGUST 31	SATURDAY SEPTEMBER 1	SUNDAY SEPTEMBER 2	MONDAY SEPTEMBER 3	TUESDAY SEPTEMBER 4	WEDNESDAY SEPTEMBER 5	THURSDAY SEPTEMBER 6
-9:00 a.m./Breakfast				7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast
:30-10:30 a.m./Math Class				8:30-10:30 a.m./Math Class	8:30-10:30 a.m./Math Class	8:30-10:30 a.m./Math Class
:30-11:30 a.m./Workshops				10:30-11:30 a.m./Response Lecture/Liebow Auditorium 2100	10:30-11:30 p.m./Response Lecture/Liebow Auditorium 2100	10:30-11:30 p.m./ Workshops
:30-12:15 p.m./Lunch ridge Staff Meetings				11:30-12:15 p.m./Lunch	11:30-12:15 p.m./Lunch	11:30-12:15 p.m./Lunch
:30-1:30 p.m./Editing/Conferences				12:30-1:30 p.m./Secondary Sources Analysis Discussion	12:30-1:30 p.m./Brainstorming Primary and Secondary Sources	12:30-1:30 p.m./Readarounds/Synthesis Draft
	LABOR DAY WEEKEND!!!	LABOR DAY WEEKEND!!!	LABOR DAY WEEKEND!!!	1:30-2:30 p.m./Drafting	1:30-2:30 p.m./Synthesis of Draft	1:30-3:30 p.m./Revisions/Conferences
0-3:30 p.m./Editg/Typing Conferce/Papers Due				2:30-3:30 p.m./Readarounds/Writing	2:30-3:30 p.m./Conferences & Critiquing	
:30 p.m./Evaluation				3:30-5:00 p.m./Communications	3:30-5:00 p.m./Communications*	3:30-5:00 p.m./Communications
E FOR LABOR DAY WEEKEND!!!!!!!!!!				5-6:00 p.m./Dinner*	5-6:00 p.m./Dinner*	5-6:00 p.m./Dinner*
				6-11:00 p.m./Study Time/Optional Time	6-11:00 p.m./Study Time/Optional Time	6-11:00 p.m./Study Time/Optional Time
			RETURN BY 7:00 p.m.	7-8:30 p.m./Draft Talent Show Program		
			7:30-11:00 p.m./Study Time	7:30-9:30 p.m./Tutorials	7:30-9:30 p.m./Tutorials	7:30-9:30 p.m./Tutorials
			11:00 p.m.-6:00 a.m./ Quiet Hours	11:00 p.m.-6:00 a.m./ Quiet Hours	11:00 p.m.-6:00 a.m./ Quiet Hours	
			*GUEST			

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FRIDAY SEPTEMBER 7	SATURDAY SEPTEMBER 8	SUNDAY SEPTEMBER 9	MONDAY SEPTEMBER 10	TUESDAY SEPTEMBER 11	WEDNESDAY SEPTEMBER 12	THURSDAY SEPTEMBER 13	FRIDAY SEPTEMBER 14
							6-7:00 a.m./Remove Luggage from Room
00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-8:00 a.m./Breakfast	7-10:00 a.m./Breakfast and Awards
-10:30 a.m./ Math Class	8-12:15 p.m./Response Testing	9:30-10:30 a.m./ Morning Exercise	8:30-10:30 a.m./ Math Class	8:30-10:30 a.m./ Math Class	8:30-10:30 a.m./ Math Class	8:30-10:30 a.m./ Math Testing USB 2722	10:00 a.m./Check-out
-11:30 a.m./ rkshops		10-12:00 noon/Talent Show Rehearsal	10:30-11:30 a.m./	10:30-11:30 a.m./	10:30-11:30 a.m./	10:30-11:30 a.m./	
-12:15 p.m./ Bridge Lunch Meeting	12-4:00 p.m./ Scripps Beach Cookout	12-1:00 p.m./Lunch	11:30-12:30 p.m./ Lunch	11:30-12:30 p.m./ Lunch	11:30-12:30 p.m./ Lunch	11:30-12:30 p.m./ Lunch	
-1:30 p.m./ g Conferences		1-4:00 p.m./Talent Show Final Rehearsal	12:30-3:30 p.m./	12:30-3:30 p.m./	12:30-3:30 p.m./	12:30-3:30 p.m./	
-2:30 p.m./ ng/typing							
-3:00 p.m./ erences							CONGRATULATIONS! HAVE A GREAT YEAR!
-3:30 p.m./ am Evaluations			3:30-5:00 p.m./ Communications	3:30-5:00 p.m./ Communications	3:30-5:00 p.m./ Communications	3:30-5:00 p.m./ Communications	
0 p.m./Dinner	5-6:00 p.m./Dinner	5-6:00 p.m./Dinner	*5-6:00 p.m./Dinner	*5-6:00 p.m./Dinner	5-6:00 p.m./Dinner	5-6:00 p.m./Dinner	
00 p.m./ s vs Houston	7-11:00 p.m./ Talent Show Rehearsal	6-9:00 p.m./Talent Show and Dinner	6-11:00 p.m./Study Time/Option. Activ.	6-11:00 p.m./Study Time/Option. Activ.	6-11:00 p.m./Study Time/Option. Activ.	6:30-9:30 p.m./ Reader's Theater Mandeville Recital Hall	
	7-8:00 p.m./Movie: "From Harlem to Harvard"		7:30-9:30 p.m./ Tutorials	7:30-9:30 p.m./ Tutorials	7:30-9:30 p.m./ Tutorials	9:30-11:00 p.m./ Reception-Revelle Cafeteria	

Bridge Magazine, Reader's Theater, Research Project (see listings below)

Bridge Magazine------Editing, Proofing, Fine Copy, Photography, Artwork, Layout

Reader's Theater------Casting, Blocking, Costuming, Rehearsal

Research Project------Library Tour, Library Research, Brainstorm, Drafting, Revising, Editing

******QUIET HOURS NIGHTLY FROM 11:00 p.m. to 6:00 a.m. QUIET HOURS NIGHTLY*****

*GUESTS

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Appendix B

Summer Bridge Students

by Admit Status, Sex, Ethnicity

and Cost per Student

Table 1
Summer Bridge Students by
Admit Status

	Bridge '78	Bridge '79	Bridge '80	Bridge '81	Bridge '82	Bridge '83	Bridge '84
SA	7 (25%)	14 (20%)	15 (43%)	20 (40%)	44 (46%)	70 (47%)	62 (37%)
Reg	21 (75%)	36 (80%)	20 (57%)	30 (60%)	52 (54%)	79 (53%)	104 (63%)
Total	28	50	35	50	96	149	166

Table 2
Summer Bridge Students by
Sex

	Bridge '78	Bridge '79	Bridge '80	Bridge '81	Bridge '82	Bridge '83	Bridge '84
Male	13 (46%)	21 (42%)	13 (37%)	22 (44%)	34 (35%)	65 (44%)	70 (42%)
Female	15 (54%)	29 (58%)	22 (63%)	28 (56%)	62 (65%)	84 (56%)	96 (58%)
Total	28	50	35	50	96	149	166

Table 3

Summer Bridge Students By Ethnicity

Ethnicity	Bridge '78	Bridge '79	Bridge '80	Bridge '81	Bridge '82	Bridge '83	Bridge '84
American Indian	0 (0%)	1 (2%)	1 (3%)	1 (2%)	0 (0%)	1 (1%)	5 (3%)
Chinese/Chinese American	1 (4%)	0 (0%)	2 (6%)	1 (2%)	1 (1%)	1 (1%)	0 (0%)
Japanese/Japanese American	3 (11%)	3 (6%)	1 (3%)	2 (4%)	1 (1%)	0 (0%)	0 (0%)
Other Asian	3 (11%)	2 (4%)	0 (0%)	6 (12%)	4 (4%)	0 (0%)	2 (1%)
Filipino/Pilipino	7 (24%)	12 (24%)	11 (31%)	10 (20%)	31 (33%)	39 (26%)	46 (28%)
Other Polynesian	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Southeast Asian	0 (0%)	1 (2%)	0 (0%)	1 (2%)	0 (0%)	2 (1%)	0 (0%)
Black/Afro American	10 (35%)	14 (28%)	10 (29%)	15 (30%)	27 (28%)	35 (23%)	44 (27%)
Latin American/Latino	1 (4%)	3 (6%)	1 (3%)	2 (4%)	2 (2%)	6 (4%)	7 (4%)
Mexican/Mexican American/Chicano	2 (7%)	11 (22%)	7 (19%)	10 (20%)	28 (29%)	61 (41%)	62 (37%)
Other Spanish/Spanish American	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other Non-White	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Pakistani and East Indian	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other White	1 (4%)	2 (4%)	2 (6%)	2 (4%)	0 (0%)	1 (1%)	0 (0%)
Korean[a]	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (2%)	3 (2%)	0 (0%)
Total	28	50	35	50	96	149	166

[a]from 1979 to 1981, Korean students were counted as Other Asian

Table 4
Summer Bridge Program
Cost per Student
By Year

Year	1978[a]	1979	1980[b]	1981	1982	1983	1984
Number of Students	28	50	35	50	96	149	166
Expenditures							
Room and Board	$364.50	391.50	349.00	427.14	614.50	701.98	627.85
Stipend	$300.00	300.00	300.00	300.00			
Summer Session Registration					20.00	20.00	20.00
Summer Health Fee					10.00	10.00	10.00
Instructional and Support Services	$251.00	309.00	314.61	308.99	455.98	791.12	671.97
Cost per Student	$914.50	1,000.50	963.57	1,034.66	1,100.48	1,523.10	1,329.82

[a]Actual budget figures for Bridge 78, 79 unavailable, cost estimated based on lump sum allocation from H.E.W grant.

[b]Bridge 80 only 25 students lived in university housing because of lack of funds.

References

Lee, L. (1984) A Piagetian Approach to Improving College Reading Abilities (Research Report No. 27). San Diego: University of California, Office of Academic Support and Instructional Services.

Myers, C. & Drevlow, S. (1982) Summer Bridge Program: A Dropout Intervention Program for Minority and Low-Income Students at the University of California, San Diego. (Research Report No. 19). San Diego: University of California, Office of Academic Support and Instructional Services.

Myers, C. & Drevlow, S. (1984) Five Years of Bridge: A Follow-up of the 1978-1982 Summer Bridge Program. (Research Report No. 28). San Diego: University of California, Office of Academic Support and Instructional Services.

Tinto, V. (1975) Dropouts from Higher Education: A Theoretical Synthesis of Recent Research. Review of Educational Research. 45, I, 89-125.

Waterhouse, J. (1982). The Response Class: Creating a Critical Stance for Critical Needs. In L. Lauridsen, & C. Myers (Eds.), Summer Programs for Underprepared Freshmen. New Directions for College Learning Assistance, No. 10, San Francisco: Jossey-Bass.

Note: Copies are available upon request to authors at OASIS, B-005, University of California, San Diego, La Jolla, CA 92093